

## Feedback sandwich

### Read what a teacher says about this activity

'Feedback sandwich is an activity which secondary learners can use to assess each other. It's a good activity for introducing peer assessment to your learners. It helps if you use learning objectives or task criteria.'

Option 1: Before doing this activity, add a feedback sandwich to the end of a piece of written homework. This activity helps to explain to learners what they have to do.

Option 2: Write 3-4 task criteria on the board, e.g. give your work a title; use a range of vocabulary; organise into three paragraphs, etc.

<b>Stage 1: Introduction</b>	<p>Use the board or flashcards to elicit or teach the word 'sandwich'.</p> <p>Ask: 'What's this?' Elicit (or explain) 'sandwich'. Write 'sandwich' on the board.</p> <p>Elicit (or explain) how many parts a sandwich has (three: two x bread and one x filling). Say, 'A feedback sandwich also has three parts.' (Don't explain yet).</p>
<b>Stage 2: Model</b>	<p>Say, 'I will show you an example of a feedback sandwich.' Model the activity with a volunteer.</p> <p>(If you did Option 1, use their written homework. If you did Option 2, point to the task criteria on the board.)</p> <p>Teacher: It reads very well because you've organised your 3 paragraphs well.</p> <p>Learner: Thank you! I think so, too.</p> <p>Teacher: I think next time you should add a title because we don't know what it's about or if we want to read it.</p> <p>Learner: Oh yes, I forgot. I'll remember next time.</p> <p>Teacher: It's very descriptive because you've used a lot of adjectives.</p> <p>Learner: Yes, I tried to use a range of vocabulary.</p> <p>Ask, 'What are the 3 parts of the feedback sandwich?' (one good thing, one thing to improve, one good thing).</p> <p>'Why is this the same as a 'sandwich'?' (the first and last are the same, the filling is different).</p> <p>Model the example again and elicit (or explain) that the teacher always says why (e.g. because you've used a lot of adjectives).</p>
<b>Stage 3: Pair work</b>	<p>Say: 'Choose a partner. Decide who is A, and who is B. Read each other's work. Think about your feedback sandwich. Don't forget to think about why.' Give them five minutes.</p> <p>Say: 'Learner A starts. Tell your partner your feedback sandwich. Bs listen and say if you agree.' Circulate, listen and support.</p>

	After three minutes, say: 'Now swap.' Move around the room and listen and support. After three minutes, stop them.
<b>Stage 4: Whole class feedback</b>	Say: 'Hands up if you agree with your partner's feedback.' Say: 'Hands up if you disagree.' Ask two or three learners: 'Why do you disagree?' They may need time to think. Look at their work as they speak. At the end give your opinion.
<b>Stage 5: End activity</b>	Say: 'Think about your partner's feedback. Write one action point.' Circulate and support. Ask: 'Do you like this activity? Why? / Why not?' Use answers to show how peer assessment can help them think about their learning, and how they can learn from each other.

**The next time your learners write a text, ask them to look at their action point, and remember what they need to improve.**

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